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ABSTRACT

This report addresses most community college students under the age of 18 who have not attained a high school diploma or G.E.D, and who are in the category of concurrent enrollment. For the purposes of this paper, 6 possible models were proposed for dual and concurrent enrollment courses: (1) the course is taught as an augmentation of a high school course; (2) a high school teacher teaches the course and it is taught at the high school during the school day; (3) the course is taught at the high school during the school day, but the teacher is a community college teacher who is not also a high school teacher; (4) the course is taught at a location other than the high school, but it is limited to high school concurrent enrollment students; (5) the course is taught at a location other than the high school and high school students are mixed with other college students; and (6) some other arrangement to be described. The report includes abstracts submitted upon request by the following community colleges: Coconino, Maricopa, Mohave, Pima, Cochise, Eastern Arizona, Northland Pioneer, Central Arizona, Yavapai, and Arizona Western. (AS)

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Concurrent and Dual Enrollment of High School Students in Arizona Community Colleges: A Status Report

Don Puyear

Arizona State Board of Directors for Community Colleges

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Concurrent and Dual Enrollment of High School Students in Arizona Community Colleges

A Status Report
By Don Puyear
August 7, 1998

Based on current issues being discussed in the community college literature and discussions with other community college state directors and others at the national level, I concluded that there are currently four critical issues that are being discussed in state legislatures across the country. These are (1) transfer articulation, (2) distance education, (3) remedial education, and (4) concurrent enrollment of high school students in community college courses. Arizona community colleges are addressing the first two topics forthrightly. We have been somewhat less systematic in addressing the last two at the statewide level.

In order to ascertain our current status regarding both remedial education and concurrent enrollment of high school students in community college courses, I requested that the Arizona community colleges provide information on these topics and the results of any research or reports that they may have prepared in recent years.

Background

A.R.S. §15–1821. Special Admission Of Students Under Age Eighteen; Enrollment Information; Reports, required the State Board and the Arizona Board of Regents to adopt rules which require community colleges to admit students under age eighteen who have not yet attained a high school diploma or high school certificate of equivalency and who meet the established requirements for the course for which they enroll. R7-1-301.B. implements this requirement. The statute also requires each school district to make this information available to all students in at least grades nine through twelve.

This statute also requires the State Board and the Arizona Board of Regents to annually submit a report to the President of the Senate, the Speaker of the House of Representatives, and the State Board of Education on the number of students so enrolled and a general narrative of the types of courses or programs in which the students were enrolled.

This report does not specifically address concurrently enrolled students, but most community college students under the age of eighteen who have not attained high school graduation or a G.E.D. are, in fact, in this category. Also, from the context of the report requirement, it seems likely that this was the intent of the legislature.

A.R.S. §15–701.01.F. provides that "Graduation requirements established by the governing board may be met by a pupil who passes courses in the required or elective subjects at a community college or university, if the course is at a higher level than the course taught in the high school attended by the pupil or, if the course is not taught in the high school, the level of the course is equal to or higher than the level of a high school course. ..."

In May 1994, the Arizona Council Academic Administrators Association developed the following minimum standards for the structuring of dual high school and community college enrollment programs.

Credit:	Credit will be granted by the community college.
Courses:	Courses offered will have been evaluated and have met the official college curriculum approval process. This includes a college approved course outline, competencies, grading policy, and attendance requirements.
Students:	Students admitted to a college course will follow established admissions, assessment, and placement policies.
Faculty:	Faculty must have community college certification and be selected and evaluated by the college using approved college procedures.
Textbooks:	Any text used must be college approved.

For the purposes of this paper, six possible models were proposed for dual and concurrent enrollment courses. These are:

1. The course is taught as an augmentation of a high school course, e.g., other high school students are also enrolled in the course; concurrent enrollment students do extra work for the college credit.
2. A high school teacher teaches the course and it is taught at the high school during the school day. It is, however, a separate course based on the college syllabus.
3. The course is taught at the high school during the school day, but the teacher is a community college teacher who is *not* also a high school teacher.
4. The course is taught at a location other than the high school, but it is limited to high school concurrent enrollment students.
5. The course is taught at a location other than the high school and high school students are mixed with other college students.
6. Some other arrangement. Describe.

COMMUNITY COLLEGE INFORMATION

The following is an abstract of the information provided by the community colleges in response to the request.

Cochise County Community College District (Cochise College)

- Cochise College reports 314 simultaneous enrollments with high schools.

- A high school instructor who holds community college certification teaches a course at the high school. Students must pass an entrance examination, the textbooks used at the college are used in the high school class, a common curriculum is followed, NCA standards for class contact hours are used, and common final examinations are administered. (Model 2)
- Courses included the following:
  - Mathematics 3 courses
  - Physics 3 courses
  - Chemistry 3 courses
  - Art 2 courses
  - History and Political Science 2 courses

Coconino County Community College District (Coconino Community College)

- Coconino Community College reported that in the spring of 1998, it had concurrent courses in two locations.
  - The first location is in Grand Canyon. There are 20 students. A high school teacher teaches the course and it is taught at the high school during the school day. It is, however, a separate course based on the college syllabus. (Model 2)
  - The second location is in Page. There are 53 students. The course is taught at a location other than the high school and high school students are mixed with other college students in the course. (Model 5)

Graham County Community College District (Eastern Arizona College)

- Eastern Arizona College reported that in the fall of 1997, 622 high school students were concurrently enrolled at EAC.

Maricopa County Community College District (Maricopa Community Colleges)

- Maricopa Community Colleges submitted two extensive studies of dual and concurrent enrollment.

  Fall 1997 Intervention Assessment:
  The Status of Concurrent/Dual Enrollment

  and

  ACE, ACE+ and Dual Enrollment:
  The Impact Upon High School Graduation Rates and
  College-Going Rates for Phoenix Union High School
  District Students (March 1998)

The Phoenix Union High School District, the Phoenix Think Tank, and the Maricopa County Community College District initiated both of these studies. Significant findings include the following:

- The paper makes a strong case for making a distinction between dual enrollment and concurrent enrollment. The authors suggest the following definitions:
  - Dual enrollment refers to high school students taking a course specifically advertised as, or pre-established as, a course for which a student may receive both high school and college credit. Dual enrollment may be high school-based (offered on a high school campus) or community college-based (offered on a community college campus). The community-college-based classes may be new sections created for dual enrollment students (though not necessarily exclusively for them) or may be already offered sections, in which case the majority of the class attendees may not be high school students.
  - Concurrent enrollment refers to high school students taking college courses beyond those specifically offered for dual enrollment. Concurrent enrollment involves only college credit for the course, but not high school credit. Concurrent enrollments often involves students enrolling on their own, but also includes new sections created solely for concurrent students which can be referred to as institutionally-initiated concurrent enrollment.
- The paper notes the resistance to dual and concurrent enrollment programs on the part of some community college faculty.
- The paper on college-going rates reports some startling results:
  - ACE and ACE+ high school graduates (combined) within the PUHSD had a college-going rate for 1994-95 of 68-71%. (A range is given for the percentages because of the unknown college enrollment status for some students.) The ACE and ACE+ students had a college-going rate of 69-73% for 1993-94.
  - For 1994-95 and 1993-94, high school graduates who were Phoenix College dual enrollment students at Sough Mountain High School and Central High School had a college-going rate that ranged (by year and school) from 88% to 100%.
  - The PUHSD graduates for 1994-95 had a college going rate of 50%, as did the PUHSD graduates for 1993-94. ...

♦ The unduplicated headcount for 1996 Fall concurrent enrollment for each community college is as follows:

• Chandler-Gilbert Community College	45
• Estrella Mountain Community College	438
• Glendale Community College	307
• GateWay Community College	135
• Mesa Community College	168
• Paradise Valley Community College	146

- Phoenix College 319
- Rio Salado Community College 2,282
- Scottsdale Community College 150
- South Mountain Community College 204

♦ For the district, the areas of discipline and the number of students enrolled are as follows: (Note that these are course enrollments, not unduplicated headcount figures.)

- General studies core area 2,394
- Humanities and fine arts 360
- Social and behavioral sciences 382
- Natural sciences 2,228
- Literacy and critical inquiry 11
- Electives/prerequisites above 100 1,597
- Electives/prerequisites below 100 344
- Non-credit 11

Mohave County Community College District (Mohave Community College)

♦ Mohave Community College reports concurrent enrollments by semester and campus. The results for the past three years are as follows:

Campus	F 94	S95	F 95	S 96	F 96	S 97
Kingman Campus						
Students Enrolled	46	41	64	48	69	73
MCC Classes Taken	68	62	115	84	142	172
% Successful Completion	71%	71%	70%	56%	84%	91%
Lake Havasu Campus						
Students Enrolled	49	56	54	58	71	83
MCC Classes Taken	80	88	95	92	146	139
% Successful Completion	75%	80%	61%	89%	84%	86%
Mohave Valley Campus						
Students Enrolled	69	69	29	30	34	39
MCC Classes Taken	113	127	60	54	66	57
% Successful Completion	83%	68%	62%	69%	77%	72%
North Mohave Center						
Students Enrolled	22	46	39	51	16	57
MCC Classes Taken	31	66	61	82	23	81
% Successful Completion	100%	95%	75%	87%	91%	81%

Navajo County Community College District (Northland Pioneer College)

♦ Northland Pioneer College reports that during the 1996-97 academic year, 411 individuals were simultaneously enrolled in high school and college courses.

- Course enrollments were:

Fall 1996	511 Students
Spring 1997	292 Students
Total Enrollments	803 Students

- A high school teacher teaches the course and it is taught at the high school during the school day. It is, however, a separate course based on the college syllabus. (Model 2)
- The five most popular courses are
  - MAT 130 College Algebra 107 students
  - ENL 101 College Composition I 99 students
  - MAT 155 Precalculus Algebra/Trigonometry 74 students
  - SPA 101 Elementary Spanish I 48 students
  - ENL 102 College Composition II 45 students

Pima County Community College District (Pima Community College)

- Pima Community College reports several programs that involve the concurrent enrollment of high school students. Several of the models apply.
- Estimated concurrent enrollment of high school students are:

	95-96	96-97
Fall	1,121	1,635
Spring	826	974
Summer	578	948
Duplicated total	2,525	3,141
Unduplicated total	1,265	1,635

- In 1996-97 the five most popular courses among students under 18 were:

WRT 101	Writing I	131
WRT 100	Writing Fundamentals	110
GIB 197	Training: Police Science Careers	97
MAT 122	Intermediate Algebra	94
CHM 130	Fundamental Chemistry	82

Pinal County Community College District (Central Arizona College)

- Central Arizona College reports that a wide variety of models for concurrent enrollment of high school students are used. A total of approximately 600 students are served in dual enrollment courses. The models, with approximate enrollments, are as follows:

- Model 1 – 30 Students. The course is taught as an augmentation of a high school course, e.g., other high school students are also enrolled in the course; concurrent enrollment students do extra work for the college credit.
- Model 2 – 150 Students. A high school teacher teaches the course and it is taught at the high school during the school day. It is, however, a separate course based on the college syllabus.
- Model 3 – 50 Students. The course is taught at the high school during the school day, but the teacher is a community college teacher who is *not* a high school teacher.
- Model 5 – 400 Students. The course is taught at a location other than the high school and high school students are mixed with other college students.

- The dual enrollment classes with the most students from highest to lowest enrolled:
  - ENG 101 English Composition III
  - ENG 102 English Composition IV
  - SOC 100 Introduction to Sociology
  - ENG 100 English Composition II
  - MAT 109 Introductory Algebra
  - MAT 151 College Algebra

Yavapai County Community College District (Yavapai College)

- Yavapai College reports 267 high school students concurrently enrolled in college classes in the fall semester of 1997.
- Three of these courses (2 sections of ENG 101 and 1 section of MTH 135) enrolling 54 students are taught at a high school during the school day. The teacher is a community college teacher who is not also a high school teacher. (Model 3)
- Sixty-four classes enrolling 213 high school students are taught at a location other than a high school and high school students are mixed with other college students. (Model 5)
- The most popular courses taken concurrently are:
  - ENG 101 – College Composition I 73 students
  - MTH 135 – Precalculus 22 students
  - MTH 131 – College Algebra 21 students
  - MTH 037 – Beginning Algebra 13 students
  - MTH 130 – Intermediate Algebra 13 students

Yuma/La Paz Counties Community College District (Arizona Western College)

- Arizona Western College reports the "under 18" report as concurrent enrollments. This included 45 students in 1995, 88 students in 1996, and 130 students in 1997.

- All concurrent enrollment courses are taught at a location other than the high school and high school students are mixed with other college students in these courses. (Model 5)

OBSERVATIONS AND RECOMMENDATIONS

The following observations regarding this information and implications for future action are offered:

- Concurrent and dual enrollment of high school students is both authorized and mandated by Arizona law.
- All Arizona community college districts are involved in dual and concurrent enrollment programs.
- Arizona community college academic officers have established criteria for offering dual and concurrent enrollment courses.
- Virtually all of the proposed models for delivering dual and concurrent enrollment courses were reported. Model 4 (The course is taught at a location other than the high school, but it is limited to high school concurrent enrollment students.) was not specifically reported, but was included in the possibilities listed in the proposed definitions offered by Maricopa.
- There is evidence that dual and concurrent enrollment improves both high school graduation rate and college continuation rate for participating high school students.
- The annual report required by A.R.S. §15–1821 provides a vehicle for spotlighting the contribution dual and concurrent enrollment of high school students in community colleges can make on high school graduation and college-continuation rates.
- The inclusion of an annual topical narrative on the results of one or more exemplary community college/high school partnerships, with data supporting the reported results, would be a useful addition to this report.
- The State Office should prepare an information sheet to be duplicated and distributed by high schools so that both the State Board and the public school districts can more easily accomplish the student notification requirements of A.R.S. §15–1821.C.